

Taylors Elementary

809 Reid School Rd.

Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	629 Students	
Principal	Vaughan E. Overman	864-292-7655
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	44	23	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No
2006	Average	Unsatisfactory	No

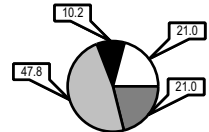
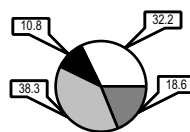
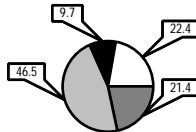
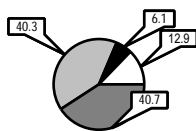
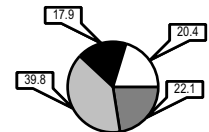
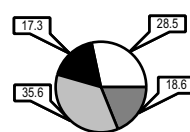
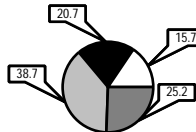
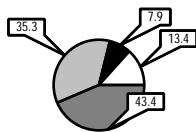
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	322	96.6	11.2	40.6	42.0	6.3	63.6	Yes	Yes
Gender									
Male	181	93.9	16.7	44.9	34.0	4.5	53.8	N/A	N/A
Female	141	100.0	4.6	35.4	51.5	8.5	75.4	N/A	N/A
Racial/Ethnic Group									
White	206	97.1	5.9	39.9	46.8	7.4	72.3	Yes	Yes
African American	86	94.2	20.3	45.9	31.1	2.7	44.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	25.0	35.0	35.0	5.0	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	99.6	9.2	40.6	43.4	6.8	65.1	N/A	N/A
Disabled	48	79.2	24.3	40.5	32.4	2.7	54.1	I/S	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	320	96.6	11.2	40.6	42.0	6.3	63.6	N/A	N/A
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	96.4	10.4	40.3	42.8	6.5	64.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	94.2	19.8	46.5	31.7	2.0	42.6	Yes	Yes
Full-pay meals	202	98.0	6.5	37.3	47.6	8.6	75.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	322	98.1	21.8	46.0	22.1	10.0	49.8	Yes	Yes
Gender									
Male	181	96.7	23.3	40.3	25.2	11.3	53.5	N/A	N/A
Female	141	100.0	20.0	53.1	18.5	8.5	45.4	N/A	N/A
Racial/Ethnic Group									
White	206	98.5	13.7	46.8	26.8	12.6	59.5	Yes	Yes
African American	86	96.5	41.3	42.7	13.3	2.7	26.7	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	25.0	55.0	5.0	15.0	45.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	100.0	20.5	45.4	23.7	10.4	52.6	N/A	N/A
Disabled	48	87.5	30.0	50.0	12.5	7.5	32.5	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	320	98.1	21.8	46.0	22.1	10.0	49.8	N/A	N/A
English Proficiency									
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	98.1	21.4	45.6	22.8	10.3	50.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	97.5	33.7	44.2	14.4	7.7	38.5	Yes	Yes
Full-pay meals	202	98.5	15.1	47.0	26.5	11.4	56.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	322	100.0	32.0	38.4	18.7	10.9	29.6
Gender							
Male	181	100.0	33.5	34.1	18.9	13.4	32.3
Female	141	100.0	30.0	43.8	18.5	7.7	26.2
Racial/Ethnic Group							
White	206	100.0	21.8	42.5	22.3	13.5	35.8
African American	86	100.0	57.1	26.0	13.0	3.9	16.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	35.0	50.0	5.0	10.0	15.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	30.1	36.9	21.3	11.6	32.9
Disabled	48	100.0	42.2	46.7	4.4	6.7	11.1
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	320	100.0	32.0	38.4	18.7	10.9	29.6
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	31.5	38.5	18.9	11.2	30.1
Socio-Economic Status							
Subsidized meals	120	100.0	52.3	29.0	12.1	6.5	18.7
Full-pay meals	202	100.0	20.3	43.9	22.5	13.4	35.8

Social Studies							
All Students	322	100.0	21.1	47.6	21.1	10.2	31.3
Gender							
Male	181	100.0	21.3	44.5	23.2	11.0	34.1
Female	141	100.0	20.8	51.5	18.5	9.2	27.7
Racial/Ethnic Group							
White	206	100.0	15.5	46.1	25.9	12.4	38.3
African American	86	100.0	35.1	53.2	7.8	3.9	11.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	25.0	45.0	20.0	10.0	30.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	18.9	49.0	21.3	10.8	32.1
Disabled	48	100.0	33.3	40.0	20.0	6.7	26.7
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	320	100.0	21.1	47.6	21.1	10.2	31.3
English Proficiency							
Limited English Proficient	13	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	100.0	21.0	47.2	21.3	10.5	31.8
Socio-Economic Status							
Subsidized meals	120	100.0	34.6	51.4	11.2	2.8	14.0
Full-pay meals	202	100.0	13.4	45.5	26.7	14.4	41.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	91	100.0	6.1	23.2	59.8	11.0	70.7
	4	120	100.0	16.5	35.8	44.0	3.7	47.7
	5	121	100.0	14.2	45.1	38.9	1.8	40.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	97.8	10.7	25.0	51.2	13.1	64.3
	4	101	96.0	14.4	42.2	37.8	5.6	43.3
	5	128	96.1	8.9	50.9	38.4	1.8	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	91	100.0	8.5	68.3	14.6	8.5	23.2
	4	120	100.0	22.0	35.8	29.4	12.8	42.2
	5	121	99.2	22.1	49.6	19.5	8.8	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	16.7	53.6	23.8	6.0	29.8
	4	101	98.0	21.7	41.3	25.0	12.0	37.0
	5	128	96.9	25.7	44.2	18.6	11.5	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	91	98.9	28.4	48.1	17.3	6.2	23.5
	4	120	100.0	32.1	33.0	20.2	14.7	34.9
	5	121	99.2	35.4	33.6	18.6	12.4	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	29.8	39.3	23.8	7.1	31.0
	4	101	100.0	33.3	39.8	17.2	9.7	26.9
	5	128	100.0	32.5	36.8	16.2	14.5	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	91	100.0	8.5	57.3	19.5	14.6	34.1
	4	120	100.0	13.8	45.9	20.2	20.2	40.4
	5	120	99.2	25.0	49.1	14.3	11.6	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	14.3	44.0	33.3	8.3	41.7
	4	101	100.0	16.1	53.8	21.5	8.6	30.1
	5	128	100.0	29.9	45.3	12.0	12.8	24.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 629)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	Down from 2.6%	2.2%	2.8%
Attendance rate	96.8%	Up from 96.0%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Up from 2.4%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Up from 1.8%	0.3%	0.0%
Eligible for gifted and talented	12.7%	Down from 21.0%	17.6%	10.4%
On academic plans	25.8%	N/AV	25.8%	33.6%
On academic probation	25.8%	N/AV	0.8%	1.0%
With disabilities other than speech	8.7%	Down from 10.0%	7.2%	7.5%
Older than usual for grade	0.8%	Down from 1.3%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	58.3%	Down from 59.0%	56.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 88.7%	88.6%	87.3%
Teacher attendance rate	95.6%	Up from 95.3%	94.8%	94.9%
Average teacher salary	\$44,213	Down 0.5%	\$43,270	\$42,485
Prof. development days/teacher	18.0 days	Up from 14.8 days	11.9 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.2 to 1	20.0 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 89.3%	90.2%	89.7%
Dollars spent per pupil*	\$5,411	Up 1.3%	\$5,915	\$6,557
Percent of expenditures for teacher salaries*	66.6%	Down from 68.4%	65.7%	64.0%
Percent of expenditures for instruction*	70.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stakeholders in our school community, including School Improvement Council, PTA Executive Board, Curriculum Council and School Leadership Team identified three Performance Goals for our School Improvement Plan. In alignment with the Greenville County School District Education Plan, our targeted goals are To increase the percent of students scoring proficient and advanced on PACT Math, English/Language Arts, Science and Social Studies in grades 3, 4 and 5 by 2007 to at least 36.7% per Annual Yearly Progress (AYP) objective; to increase highly qualified and specialized personnel to 100% by 2005-2006 (to meet the requirements of No Child Left Behind) and maintain 100% through 2006-2007; and to enhance parental involvement in activities related to curriculum standards from 8,856 hours in 2002-2003 to 10,250 hours in 2006-2007.

Numerous accomplishments document evidence that our Performance Goals are being addressed. One hundred percent of the teachers at Taylors Elementary School are Highly Qualified, and the number of tracked volunteer hours has increased. The implementation of MAP (Measures of Academic Progress) has provided information that is used to drive instruction. Faculty and staff have received training on strategies for Continuous Improvement from the Carolina First Center for Excellence. As a result, our school climate reflects the positive benefits of students being responsible for their behavior and learning. Our Extended Day Program reinforces the South Carolina Academic Learning Standards. For the sixth consecutive year, each teacher has developed a class syllabus to ensure that all curriculum standards are taught during the academic year. Programs offered for our school community included Coffee Chats and Munch and Mingle lunches with our principal, Bridging the Gap to Middle School, PACT Pointers for Parents, Leap into Summer Learning, as well as a Quality Day luncheon for parents. SIC plays a vital role in our school community. The SIC sponsored several events including the Silent Auction, Attendance Blitzes and Taylors Treasure Collectors. The outstanding efforts of our PTA resulted in recognition at the state level with awards such as the S.C. PTA Outstanding Principal of the Year Runner-up, second place for our school newsletter, membership awards, and the Gold Leaf Association Award. Our PTA holds National PTA Parent Involvement Schools of Excellence certification.

Our School Improvement Plan remains an integral part of school life as stakeholders remain focused on a data-driven and research-based framework for enhancing student achievement. Celebrating our Past: Building our Future was a special time to say good-bye to our present facility and welcome the move to our new school for the 2006-2007 school year.

Vaughan E. Overman, Principal
Seana Jefferson, SIC Chair.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	120	54
Percent satisfied with learning environment	97.6%	96.7%	94.3%
Percent satisfied with social and physical environment	100.0%	92.5%	90.7%
Percent satisfied with school-home relations	95.1%	98.3%	94.4%

*Only students at the highest elementary school grade level at this school and their parents were included.